

PMAP:  
Performance Management Appraisal Program



Taken from "Performance Management Appraisal Program PMAP "Train the Trainer" Session"  
presented by the Aberdeen Area Office on Aug 27<sup>th</sup> – 28, 2008 in Aberdeen SD.

2/18/2009

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Part 7, Chapter 7 Performance Management Appraisal  
Program

Transmittal Notice – Indian Health Manual dated  
09/26/2006

- Purpose – Establishes IHS policies and procedures for planning, monitoring, developing, appraising, and recognizing the performance of all non-Senior Executive Service (SES) managers, supervisors, and employees of IHS.
- Background – Performance management is the systematic process by which management INVOLVES its employees, as individuals and as team members:
  - To improve organizational effectiveness in the accomplishment of IHS mission and goals.
  - PMAP is designed to facilitate the execution of basic management and supervisory responsibilities and to communicate or clarify organizational goals and objectives.

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## Review of Part 7, Chapter 7

- **PMAP's are used to establish an effective and efficient performance appraisal process to enable managers and supervisors to:**
  - Communicate/Clarify Organizational Goals and Objectives to employees
  - Link performance requirements to HHS and Operating strategic planning initiatives
  - Identify INDIVIDUAL and/or TEAM ACCOUNTABILITY for accomplishing organizational goals
  - Address developmental needs for employees
  - Monitor progress and provide formal feedback to employees
  - Use appropriate measures of performance as the basis for recognizing and rewarding individual accomplishments
  - Use the results of performance appraisal as basis for appropriate personnel actions; and
  - Assess and improve individual and organizational performance

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## Review of Part 7, Chapter 7

- Definitions
  - Appraisal – process under which performance is reviewed and evaluated. Must be established within 30 days of hire.
  - Appraisal period – established period of time for which an employee's performance is reviewed and a rating of record is prepared.
    - CALENDAR YEAR – JAN. 1 THROUGH DECEMBER 31
    - MINIMUM APPRAISAL PERIOD – 90 days
    - Employees must PERFORM work under a performance plan that is IN PLACE for a minimum of 90 days to receive a rating.

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## Extending the Appraisal Period

- The rating period will be extended if the employee has performed for more than 45 days, but less than 90 days, under a plan PRIOR to the end of the appraisal cycle. i.e. Performance plan established for employee on November 1, there are more than 45 days left in the appraisal period which ends on December 31. The appraisal period would be extended until January 31, to allow for a full 90 day period on which to base the appraisal.
- The Rating Period WILL NOT BE EXTENDED if the employee has performed FEWER than 45 days under a plan PRIOR to the end of the appraisal period. i.e. Plan established after November 15, (fewer than 45 days to Dec. 31), the employee **WOULD NOT RECEIVE A RATING** for that cycle.
- If an IHS employee is issued a summary rating earlier in the performance year while in ANOTHER POSITION or WHILE UNDER ANOTHER SUPERVISOR, that summary rating will become the rating of record if the employee has not worked under a performance plan in the new position for at least 90 days.
- See Manual Exhibit 7-7-B for NON STANDARD SITUATIONS.

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## Planning & Communicating Performance

- Discussion
  - At the beginning of the appraisal period, the rating official and the employee shall discuss the organization's desired program and management outcomes as well as the individual performance objectives toward which the employee should be focusing their efforts and for which they shall be held accountable, during the upcoming appraisal period.
  - Employee Participation – Each employee should actively participate in developing his/her performance plan for the appraisal period.
  - Responsible for the Performance Plan – The final authority for establishing the performance plan rests with the rating official.
    - Written performance plans are to be provided to the employee WITHIN 30 days of the beginning of the appraisal period, which is January 1
    - If an employee enters a position after January 1, a performance plan must be established within 30 days of the date the employee enters on duty.

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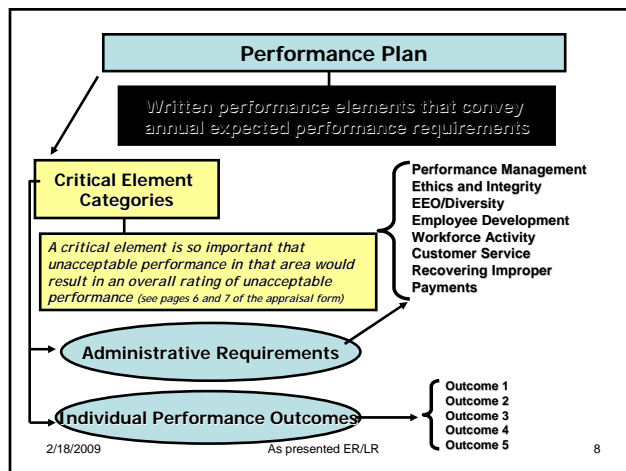
## Planning & Communicating Performance

- Downloadable forms, sample plans, frequently asked questions, HHS Top 20 Department Wide Objectives are located at <http://intranet.hhs.gov/pmap/>

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## Critical Elements - Categories

- PMAPs have 2 categories

- Administrative Requirements – (PART II A) constitutes ONE of the Critical Elements.
- Individual Performance Outcomes – (PART II B) each constitute ONE critical element. Should be 3-5 outcomes in this category. These need to be specific to the job that the person is doing, and INDIVIDUAL. These may cascade from the supervisors PMAP, but must be specific to the function of the employee. Look at position descriptions to decide what is “critical” to the position. If the PD’s need revised, this would be an opportune time to do so.

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## Administrative Requirements – (PART II A)

- **This critical element describes successful performance in responsibilities that are COMMON to most supervisory and non-supervisory employees.** (Supervisors should determine which of these areas applies to each position under their supervision and check the appropriate box(es) on Part II A of the Performance Plan. Not every position includes responsibility for every area.)
  - Performance Management
  - Ethics & Integrity
  - EEO / Diversity
  - Employee Development
  - Workforce Activity
  - Customer Service
  - Recovering Improper Payments

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## Checklist for Critical Elements

- Checklist for Critical Elements

- Are the Critical Elements truly critical?
- Are the expectations quantifiable, observable and/or verifiable?
- Will employees understand what is expected?
- Are the elements attainable?
- Are the expectations reasonable?
- Can the Critical Elements be exceeded?

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## Individual Performance Outcomes – Part II B

- Identifies key individual performance outcomes and SPECIFIC end-results that contribute to the success of HHS and IHS. Managers should limit the number of outcomes to the most important aspects of the employee’s position, usually three to five.
- One or more of the outcomes should track back to the “One HHS” Program and Management Objectives and a cascading approach should ensure the plans for employees support the organizational goals of Indian Health Service.
- The cascade element should be identified under the appropriate outcome “This element also relates to and supports objectives in “One HHS” Program and Management Objectives, specifically...(site the specific objective).
- Located at <http://intranet.hhs.gov/pmap/>
- IHS Aberdeen Area Office cascades from Aberdeen Indian Health Service Area Director. (Fiscal Reporting)

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## SMART GOALS

- Specific – Goals and expectations are clearly stated and direct.
- Measurable – Outcomes are being achieved in comparison to a standard.
- Attainable – Goals and outcomes must be achievable and realistic.
- Relevant – Goals have a bearing on the overall direction of the organization, including the “One HHS” program and management objectives.
- Timely – Results are measured in terms of deadlines, due dates, schedules, or cycles.

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## Monitoring Performance

- Progress Reviews
  - Continuous feedback between the employee and his/her supervisor.
  - At a minimum, one formal progress review shall be held between the supervisor and employee at approx. midpoint in the rating period. (Often referred to as the Mid Year Review)
    - RATINGS ARE NOT ASSIGNED for progress reviews.
    - A written narrative is not required unless the performance is less than Fully Successful.
    - If required, use Part IV of Performance Plan.
  - Mid-year reviews – provides and interim assessment of performance and an opportunity for supervisors to discuss and document evolving priorities or other organizational changes impacting employee work assignments.

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## Progress Reviews

- Supervisors will:
  - Discuss and, as appropriate, document areas needing improvement;
  - Discuss with the employee and document any changes to performance goals that may be necessitated by such factors as a new program requirement or changes in resource levels;
  - Consider any guidance provided by the Office of the Asst. Secretary for Adm. And Management (ASAM) and or Director, IHS;
  - Obtain employee performance feedback from other managers and staff, when appropriate. Examples: employee part of workgroup headed by another manager or staff lead, or the employee was on a rotational assignment or detail;
  - If performance is less than fully successful, provide written documentation for every element. Include specific deficiencies and steps needed to bring performance to Fully Successful including reference to unsuccessful efforts made during the performance period. (See 7-7.7E for required action if determined to be Unacceptable); and
  - Both supervisor and the employee will sign and retain a copy of the progress review.
  - Employee Assistance for less than Fully Successful Performance – Assistance will be provided to improve an employee's performance if he/she rated below FS on any element. May include, but not limited to, formal training, on-the-job training, counseling, mentoring, and closer supervision. Assistance may also be provided to employees with higher ratings who seek to improve/enhance performance.

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## Rating Performance

- Appraisal Process Guidance
  - Issue of guidance and time lines for completion
- Performance Meeting
  - Between January 1 and February 15 of each year, the rating official will meet with the individual employee to discuss the rating of record and, if applicable, any needed improvement assistance.
- Rating Official's Assessment
  - Rating official provides his/her own assessment of the employee's performance during the rating period under the written performance plan and requirements.

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## Rating Performance

- Rating official will provide the employee with:
  - Summary Rating – Rating official rates each element. If the employee did not have a reasonable opportunity to perform a particular element for the minimum period of 90 days during the rating period, mark the element "Not applicable."
  - Written Narrative – required for all rating levels on the Year End Evaluation to provide the employee with specific feedback on his/her performance. Narrative should give clear examples and describe the level of performance the employee has achieved. This provides the employee with valuable feedback and serves as an additional means of communication. (PART IV) It also provides a record of the reasons a manager rated an employee with the specific rating.

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## Rating levels

- Critical Element Rating
  - A Rating will be assigned to each critical element (Administrative Requirements and the individual critical elements under the Individual Performance Outcomes). This rating will be based upon the extent to which the performance met one of the rating level definitions.
- Rating Levels - Numerical Score assigned to each performance critical element
  - Exceptional 5 points
  - Fully Successful 3 points
  - Minimally Successful 2 points
  - Unacceptable 1 point
- Average - After rating and assigning a score to each CRITICAL element, the rating official will TOTAL the POINTS and DIVIDE BY THE NUMBER OF CRITICAL ELEMENTS, to arrive at an average score (to one decimal place). The score is converted to a SUMMARY RATING based on point values:
  - Exceptional 4.4 – 5.0 points
  - Fully Successful 3.0 – 4.3 points
  - Minimally Successful 2.0 – 2.9 points
  - Unacceptable 1.0 – 1.9 points
- Example: Employee has 6 performance elements and had a total points of 25.  $25 \div 6 = 4.16$ . Therefore, the Final Rating would be "Fully Successful" based on the rating scale above.

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## Performance Levels

### EXCEPTIONAL

The employee performed as a model of excellence by surpassing expectations on a consistent basis. Indicators of performance at this level include outcomes that exceed Fully Successful level standards for critical elements described in the annual performance plan, and as measured by appropriate assessment tools.

#### Examples include:

- Innovations, improvements, and contributions to management, administration, technical, or other functional areas that impact outside the work unit and facilitate organizational recognition;
- Increases in office and/or individual productivity;
- Improved customer, stakeholder, and/or employee satisfaction that results in positive evaluations, accolades, and recognition; methodology is modeled outside the organization;
- Flexibility and adaptability in responding to changing priorities, unanticipated resource shortages, or other obstacles;
- Initiation of significant collaborations, alliances, and coalitions;
- Leadership on workgroups or teams, such as those that design or influence improvements in program policies, processes, or other key activities;
- Anticipates the need for, and identifies, professional developmental activities that prepare staff and/or oneself to meet future workforce challenges; and/or
- Consistent demonstration of the highest level of ethics, integrity, and accountability in achieving specific HHS, IHS, and/or program goals; making recommendations that foster clarification, and/or influence, improvements in ethics activities.

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## Performance Levels

### FULLY SUCCESSFUL

The employee MET all critical elements as described in the annual performance plan and as measured by appropriate assessment tools.

#### Examples include:

- Planned, well-organized, and complete work assignments that reflect requirements;
- Decisions and actions demonstrate an organizational awareness that include knowledge of the mission, function, policies, technological systems and culture;
- Independent follow-up of actions and improvements that impact the immediate work unit;
- Maintains strong relationships with employees and clients; understands their priorities and balances their interests with organizational demands and requirements; and effectively communicates necessary action to them;
- Conveys concern for employee and customer satisfaction when serving on teams and workgroups; contributions are substantive and completed according to standards;
- Resolves operational challenges and problems without assistance from higher-level staff;
- Acquires new skills and knowledge through traditional and other means, to meet assignment requirements; and/or
- Demonstrates ethics, integrity and accountability that achieves HHS and IHS goals.

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## Performance Levels

### MINIMALLY SUCCESSFUL

The employee had difficulties in meeting performance expectations. This is the minimum level of acceptable performance for retention on the job. Improvement is desirable.

Examples include:

- 1.) Occasionally fails to meet assigned deadlines;
- 2.) Work Assignments occasionally require major revisions;
- 3.) Application of technical knowledge to completion of work assignments is not reliable;
- 4.) Occasionally fails to adhere to required procedures, instructions, and/or formats in completing work assignments;
- 5.) Occasionally fails to adapt to changes in priorities, procedures, or program direction; and/or
- 6.) The employee's impact on program performance, productivity, morale, organizational effectiveness and/or customer satisfaction needs improvement.

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## Performance Levels

### UNACCEPTABLE

The employee failed to meet expectations. Immediate improvement is essential for job retention.

Examples include:

- 1.) Consistently fails to meet assigned deadlines;
- 2.) Work assignments often require major revisions;
- 3.) Consistently fails to apply adequate technical knowledge to completion of work assignments;
- 4.) Frequently fails to adhere to required procedures, instructions, and/or formats in completing work assignments; and/or
- 5.) Frequently fails to adapt to changes in priorities, procedures, or program direction.

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## Rating Performance

- EXCEPTIONS – to the mathematical formula:
  - If an employee receives a “MINIMALLY SUCCESSFUL” on ONE OR MORE critical elements, he/she CANNOT RECEIVE a summary rating higher than “Fully Successful” REGARDLESS of the average point score.
  - A summary rating of “UNACCEPTABLE” must be assigned to any employee who is rated “Unacceptable” on ANY ONE critical element.

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## Second Level Review of Rating

- Each PMAP requires a 2<sup>nd</sup> level review of all ratings by the REVIEWING OFFICIAL.
  - The immediate supervisor is required to have all ratings reviewed and approved by the reviewing official BEFORE THE RATING IS ISSUED to the employee.
  - A performance rating is not final until it is reviewed and signed by the employee's reviewing official. This gives the second level supervisor the opportunity to review all of the proposed performance ratings.

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## Second Level Review of Rating

- Reviewing Officials (2<sup>nd</sup> level supervisor) reviews ratings in order to:
  - Ensure that subordinate supervisors are in compliance with the policy.
  - Address any concerns that may arise from the rating itself, for example, lack of sufficient justification for an exceptional rating, or to discuss with the supervisor what he/she is doing to help an employee who is rated minimally successful.
  - Ensure consistency and fairness on how employees are rated throughout the work unit.
  - Ensure that all employees within their organization have received a rating.
  - Since exceptional rating receive awards, the 2<sup>nd</sup> level supervisor will be better able to manage the budgetary impact of all awards in the work unit and use to establish award levels for exceptionally rated employees.

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## Performance Discussions

- When the appraisal form is presented to the employee, the rating official will conduct a performance discussion AFTER WHICH the employee will be asked to sign and date the appraisal form.
  - Signing does not mean that the employee agrees with its content.
  - If the employee declines to sign the appraisal form upon receipt of the rating of record, the rating official will indicate such in the appropriate section of the form.
  - The employee will be provided a copy of the COMPLETE FINAL SUMMARY RATING.

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## Rating of Record

- A summary rating prepared at the end of the appraisal period becomes the RATING OF RECORD.
  - A summary rating may be prepared prior to the end of the appraisal period, ie. Employee reassigns to another position, or when the SUPERVISOR leaves his or her position. This summary rating will be considered by the rating official in preparing an end-of-the-period rating of record.
  - If there are FEWER than 90 days PRIOR to the end of the appraisal period, this summary rating will become the rating of record.

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## Disagreements with the Rating

- Employees are encouraged to discuss disagreements with the rating official and the reviewing official in an attempt to resolve the issue informally.
- If the employee disagrees with the rating of record, the rating official must advise the employee of his/her right to respond in writing to the rating.
- Employee's response will be attached to the rating form, but WILL NOT CHANGE the rating assigned by the rating official.
- An employee may file a grievance through IHS grievance procedures, as applicable, or pursue an EEO complaint if believed based on prohibited discrimination.

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## Using Performance Results

- Successful individual employee accomplishments and contributions enable organizations to meet goals
- Actions based on EXCEPTIONAL
  - Performance Awards are an integral part of the PMAP process.
  - Tied to rating of record
  - Payment of 2.5%-5.0% of base salary, including locality payment or special rate supplement (as of 12/31), subject to funds availability within IHS.
  - Employees may request conversion to time off equivalent not to exceed 40 hour aggregate calendar year with remainder cash balance paid.
  - Employees also eligible for QSI, however, this is supervisor initiated and employee will not receive both a cash award and QSI for same performance.
    - QSI Follows Awards Nomination procedure.

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## Using Performance Results

- Fully Successful Actions
  - Fully Successful ratings may be eligible for a performance award at the discretion of IHS up to 2.0% of their base salary, including locality or special rate subject to funds availability. All exceptional rated are paid first. Time off equivalent not to exceed 40 hour aggregate with any cash remainder may be paid.
  - Fully Successful are not eligible for a QSI
  - Minimally Successful or Unacceptable ratings are not eligible for performance rating based cash awards or a QSI.
- Minimally Successful Actions
  - Performance is adequate for retention in the position. Close monitoring and assistance is needed to bring the employee to Fully Successful and is encouraged to supervisors.
  - MS rated employees are not eligible for a within grade increase.
  - Supervisors should consult HR for assistance with MS performance.
- Unacceptable Actions
  - If any critical element is determined Unacceptable at any time during the rating period, supervisors will provide assistance to the employee to improve to a MS level.
  - Supervisor must give written notice to the employee of their failure to demonstrate acceptable performance under a Performance Improvement Plan (PIP).

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## Performance Improvement Plan

- PIP must include the following:
  - Specific element (s) determined to be unacceptable, including specific examples of how the employee fails to meet an acceptable level of performance;
  - The performance requirement (s) that must be met;
  - The specific assistance that will be provided to help the employee improve performance;
  - The specific period of time the employee will be given to demonstrate acceptable performance; and
  - Notification that actions may be initiated to reassign, reduce in grade, or remove the employee if performance does not improve to the Minimally Successful level.
- Supervisors must consult with the servicing HR Office (ER/LR) for assistance in dealing with Unacceptable Performance.
- When to issue a PIP
  - Only when the employee is already performing at the unsatisfactory level
- REMINDER
  - Do not wait until the last few days of performance cycle, or
  - After the cycle is over to issue a PIP.

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## Individual Development Plans

- Formal Individual Development Plans (IDP's) are not required
  - Supervisor will have discussion with employee which may result in the development of an IDP.
    - Formal classroom training;
    - HHS University sponsored training
    - Developmental assignments;
    - Cross-training;
    - Mentoring;
    - One-On-One guidance
  - At year end, supervisor and employee discuss whether or not the objectives of the plan were met.
  - Minimum IDP should cover one year but may be written to cover a period of several years wherein necessary adjustments are made.
- Training
  - Rating officials should be trained in PMAP application to ensure effective administration.
  - Information Sessions should be held for employees

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## Record Keeping

- Supervisors may make notes on significant instances of performance.
  - Notes are neither required by, nor under the control of IHS and;
  - Are not subject to the Privacy Act as long as they remain solely for the personal use of the supervisor;
  - Are not provided to any other person;
  - Are not used for any other purpose;
  - Are retained or discarded at the supervisor's sole discretion.
- Retention, maintenance, accessibility, and disposal of performance records, as well as Supervisors' copies, will be in accordance to OPM regulations.
  - Must be retained for 3 years and are transferred with the employee's Official Personnel File when the employee transfers within IHS or to another agency.

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## Tips for Supervisors – Preparing Performance Evaluations

- Communicate, Document, Review and Solicit**
  - Communicate** - Regular communication, coaching, and feedback during the year will reduce or eliminate tension and anxiety about the Performance Evaluation on the part of both the evaluator and the staff member. Positive and negative feedback is much more effective when given in a timely manner. A staff member should not be surprised by any of the information contained in the Performance Evaluation since the evaluator should have previously discussed all performance-related issues throughout the year.
  - Document** — During the review period, the evaluator should collect and record significant, job-related incidents that pertain to each performance element. This provides a factual basis for performance ratings and overall assessment. Documentation gathered should be accurate and specific, both positive and negative, including the context in which they occurred as well as the date they occurred. It is important to distinguish between fact and opinion in documenting performance. Documentation should focus on facts. Facts are events, behaviors, or results. Facts are described through things that are known. (What was seen? What was heard?) Examples of documentation could include copies of a staff member's work product, notes of discussions between the staff member and evaluator, copies of communications between the staff member and the evaluator, or recorded observations of the evaluator.

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## Tips for Supervisors – Preparing Performance Evaluations

- Communicate, Document, Review and Solicit**
  - Review** — Periodic review of the PMAP and position description, as necessary, eliminates misunderstandings between the evaluator and the staff member regarding job responsibilities and expectations. Position requirements and assignments should be clear to the staff member, and they may change. It is important that these changes are documented on the PMAP.
  - Solicit** — To help reduce anxiety and create a positive environment for enhancing performance, the evaluator should ask the staff member to submit written input regarding his/her performance, including accomplishments relating to goals from the previous year and possible goals for the upcoming year. The staff member should be assured he/she is not being asked to write his/her own performance evaluation, rather simply being asked to provide his/her perspective. Evaluators should let the staff member know that this input is not mandatory and that lack of written input from a staff member will not negatively impact the staff member's performance evaluation ratings.
  - The evaluator or supervisor should focus on clarifying how the staff member views his/her performance and on getting the staff member's input regarding how his/her performance could be further enhanced. The evaluator or supervisor should be open and receptive to ideas and suggestions provided by the staff member, and should actively listen to determine how he/she can provide support for the staff member's performance during the upcoming evaluation period.
  - In addition to clarifying the staff member's input, the evaluator and staff member should review the performance evaluation criteria to ensure mutual understanding of performance expectations. The discussion between the evaluator and staff member should clearly define the specifics related to the performance criteria and the staff member's job responsibilities.

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## Common Rating Problems

- Lack of Clarity and Agreement in Standards** — The PMAP and the critical elements should be available and clearly understood by the evaluator and the staff member. Periodic review and discussion will overcome this issue.
- Insufficient Evidence** — It is nearly impossible to recall an entire year's worth of performance in several elements for several staff members from memory alone. Recording significant and critical incidents of both a positive and negative nature will provide the information needed to communicate the rationale for the rating (s).
- Excessive Strictness or Leniency** — The tendency to be optimistic or pessimistic may influence the incidents documented and the emphasis placed on them. Some evaluators say that "no one is perfect" and deliver very tough, strict Evaluations. Others fear offending staff members or feel that high ratings will motivate the staff member and are overly positive in the review. A wide variety of documented incidents across all the criteria should provide an excellent base for ratings that are specific for each element.
- Halo Effect** — It is easy to allow the stellar performance in one or more element to influence the ratings in the other criteria. Evaluators should review each critical element on its own merit and have documentation to support each rating, to avoid this rating error.
- Horns Effect** — The opposite of Halo Effect, where an evaluator allow poor performance in one or more criteria to influence the ratings in the other criteria.
- Central Tendency** — Playing it safe and giving everyone a middle of the road rating also does everyone a disservice. Careful reading and consistent application of the criteria language and comparison to documented behaviors will help in giving objective ratings.
- Similar to Me** — Evaluators may tend to give staff members who are perceived to be like them higher ratings than those who are not. Diversity factors come into play, such as age, sex, culture, and educational level. Evaluators should be aware of this possibility and focus on actual job performance and visible results.
- Recent Effect** — The performance evaluation rating should reflect the entire review period. A recent positive or negative event should not color the entire rating.

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## Discussing Performance Evaluations

- Involvement in performance discussions can be both a nervous and rewarding experience. Evaluators will want to provide encouragement and guidance, as well as clarify expectations for the coming year. It is important to be clear about the purpose of the discussion before beginning the conversation. The following tips may be helpful regardless of your role in the discussion.
- Utilizing the written form as a guide, the evaluator should discuss areas in which the staff member has performed well along with areas in which improved performance may be possible. It is important to ensure the staff member takes ownership of his/her performance and is committed to goals for the coming year. Similarly, the evaluator should commit to the support he/she will provide to ensure the staff member's success. The focus of the discussion should be on the evaluator and staff member working in partnership to achieve the common goal of enhanced staff performance.
- **Be Prepared** — It is important to schedule the time and place of the discussion well in advance of the discussion so that you will have ample opportunity to prepare. It is especially important to schedule adequate meeting time, to allow ample time for discussion without interruption. It is also important to conduct the discussions in a private setting where you will be able to talk openly without concern of being overheard. It is important to think about what you wish to discuss in advance so your discussion will stay on track. You may want to make a few notes before your meeting.

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## Giving Feedback

- No matter how much preparation, documentation, and communication the evaluator has done, the PMAAP discussion can be stressful. The staff member usually hears and remembers the negative statements, even if the overall rating is excellent. Thoughtful preparation for the conversation will help avoid dissatisfaction.
- Be honest.
- Demonstrate respect for the person without glossing over negative feedback or being vague.
- Prepare, even practice, difficult statements ahead of time.
- Make comments descriptive, not evaluative. For example, "I've observed you several times working with patients. You do not always take the time to understand and fully answer their questions," rather than, "You don't treat patients very well."
- Describe behaviors and actions, not total impressions. Be specific. Rather than, "I'm not very happy with the quality of your work" say, "The number of errors in your data entry has been running at ten per week."
- Make specific suggestions, not general ones. "One of the things you can do to increase customer satisfaction is to use the patient's name while you work with him/her."
- Include both positive and negative observations, giving positive ones first. Try to frame negative observations as areas for improvement rather than criticisms.
- Maintain a pleasant smile and/or direct eye contact with the staff member. Avoiding eye contact indicates discomfort, lying, and distress. Direct eye contact conveys confidence and sincerity.
- Maintain an open, somewhat informal posture; pay attention to body language, and send a nonverbal message of approachability.
- Beware of personal biases, attitudes, and hidden agendas. For example, the staff member's personal appearance (hair style, casual dress) may not be consistent with the evaluator's tastes, but may be perfectly fine for the position. It should not affect the evaluator's feedback on the position criteria.
- Be considerate of the receiver's feelings, readiness, level of trust, tolerance limits, and self-esteem. Don't press on if emotions are strong. In difficult evaluation discussions or when ratings need improvement, it may be necessary to stop the discussion and reschedule to clear the air and allow time for emotions to subside.

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## Highlight Review:

- Must be implemented within 30 days of hire, regardless.
- Must have a minimum of 1 performance review after 90 days of working under the plan.
- Must have a rating assigned at the end of the performance period.
- Must have the signature of the reviewing official prior to the final rating is given to the employee.
- Goals must be SMART!, the burden of proof will be on you as the supervisor to defend your rating. Keep records!
- Any questions???

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